DOCUMENT RESUME

ED 460 400 CS 510 060

TITLE Speaking Official Scoring Guide, 1998-99.
INSTITUTION Oregon State Dept. of Education, Office of Assessment and Evaluation, Salem.
PUB DATE 1998-00-00
NOTE 10p.
PUB TYPE Legal/Legislative/Regulatory Materials (090)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Communication Skills; Elementary Secondary Education; Language Usage; *Scoring; *Speech Communication; Speech Skills; Tests
IDENTIFIERS *Oregon Statewide Assessment Program

ABSTRACT

This official scoring guide for speaking presents details of the 6-point scoring system used in Oregon schools for the 1989-99 school year. It list attributes of students' communication to merit a score from 1 (lowest) to 6 (highest) in the areas of ideas and content, organization, language, and delivery. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 400

# Speaking Official Scoring Guide, 1998-99

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. C. Lesh

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

CS 510 060



BEST COPY AVAILABLE

## Ideas and Content

### 6

**The content is extremely clear, focused and well-suited to audience and purpose. Main ideas significantly draw the audience's attention and are developed by strong and compelling supporting details. The communication is characterized by**

- an extremely clear, focused purpose and main ideas.
- carefully selected supporting details that are significant and command the audience's attention.
- insightful, complex connections or conclusions; more than one perspective may be included.
- use and citation of a variety of conventional and creative resources, when appropriate, that provide accurate and credible support.
- an impressive and creative adaptation of content and details.

### 5

**The content is clear, focused and well-suited to audience and purpose. Main ideas stand out and are developed by strong supporting detail. The communication is characterized by**

- a clear, focused purpose and main ideas.
- strong supporting details that contribute to the audience's understanding.
- insightful connections or conclusions although only one perspective may be included.
- use and citation of resources, when appropriate, that provide accurate and credible support.
- a highly successful attempt to adapt content and details to audience and purpose.

### 4

**The content is clear, focused, and appropriate to audience and purpose. Support is present although it may be limited or general. The communication is characterized by**

- a clear purpose and main ideas.
- supporting details that are relevant, but may not be consistently strong.
- valid connections or conclusions although only one perspective may be included.
- use and citation of resources, when appropriate, that provide accurate and adequate support.
- a successful attempt to adapt content and details to the audience and purpose.

### 3

**The content is clear and appropriate to audience and purpose although it may be overly broad or simplistic. Support is present but may lack development or relevance. The communication is characterized by**

- identifiable main ideas and purpose that may be slightly unfocused.
- supporting details that are often limited, overly general or slightly off-topic.
- connections or conclusions that seem to echo observations heard elsewhere and offer no new insights.
- use of resources that do not provide consistently strong, accurate or credible support.
- an attempt to adapt content and details to the audience and purpose.

### 2

**The content requires extensive inferences by the audience. Development is attempted but is minimal or may be unsuited to audience and purpose. The communication is characterized by**

- an unclear purpose and/or main ideas.
- too little supporting detail or too much irrelevant, inaccurate or redundant material.
- connections or conclusions that present internal contradictions or inconsistencies.
- reliance on questionable sources, clichés or stereotypes.
- minimal or unsuccessful attempts to take the audience or purpose into account.

### 1

**The content lacks an apparent purpose or central theme. The communication is characterized by**

- no apparent purpose or main ideas.
- confusing or missing supporting detail; the communication may be too short to demonstrate the development of an idea.
- a lack of knowledge and/or understanding of the topic.
- inaccurate interpretation of a resource, or disregard for resources other than personal experience or opinions.
- no discernible attempt to take the audience or purpose into account.

# Organization

| 6 | 5 | 4 |
|---|---|---|
| **The organization enhances the main ideas and their development. The order and structure are strong and support the audience's understanding and involvement. The communication is characterized by**<br>• a strong, creative introduction that brings the audience to the topic and creates a desire to hear more<br>• a clear, complex organizational structure that enhances the purpose and message<br>• smooth, well-designed transitions that contribute to the message<br>• details that are carefully selected and strategically placed for optimum impact<br>• an imaginatively designed conclusion that matches the content and purpose of the speech | **The organization enhances the main ideas and their development. The order and structure support the audience's understanding. The communication is characterized by**<br>• a highly effective introduction that brings the audience to the topic<br>• a clear organizational structure that enhances the audience's understanding of the purpose and message<br>• smooth transitions<br>• carefully selected details that are placed for impact<br>• a well-designed conclusion that matches the content and purpose of the speech | **The organization is easy to follow but may seem stilted, overly obvious, or not consistently effective. The communication is characterized by**<br>• an effective introduction that brings the audience to the topic<br>• a clear organizational structure that is relatively easy to follow<br>• transitions that work, but that may be formulaic or predictable<br>• details that fit within a planned structure<br>• a planned conclusion that may lack subtlety, but still matches the content and purpose of the speech |
| **3** | **2** | **1** |
| **The organization has been attempted but the overall structure is inconsistent or skeletal. The communication is characterized by**<br>• an introduction that is either underdeveloped or awkward<br>• organizational structure that is occasionally unclear<br>• transitions that usually work, but may be repetitive or sometimes unclear<br>• details that sometimes leave the audience confused<br>• a conclusion that is underdeveloped, obvious, or fails to match the content and purpose of the speech | **The organization lacks a clear structure. An occasional organizational device is discernible; however, the communication is difficult to follow or too short to demonstrate organizational skills adequately. The communication is characterized by**<br>• an introduction extremely undeveloped, or missing<br>• a limited organizational structure that is confusing<br>• transitions that are ineffective, overused or missing<br>• random details that do not fit within the limited structure<br>• a conclusion that is extremely undeveloped, or missing | **The organization lacks structure. An occasional organizational device may be discernible; however, the communication is extremely difficult to follow or too short to demonstrate organizational skills. The communication is characterized by**<br>• a missing or unrelated introduction<br>• no apparent organizational structure; it is difficult to follow the message or understand the purpose<br>• no transitions<br>• isolated details that have no apparent relationship or purpose<br>• a missing or unrelated conclusion |

# Language*

| 6 | 5 | 4 |
|---|---|---|
| **The language is original, with a wide range of words carefully selected to impact the purpose and impress the audience. The intended message is conveyed clearly and word choice is precise and vivid. The communication is characterized by**<br>• fresh, colorful, precise language that makes a strong and purposeful impact.<br>• impressive figurative or creative language that evokes clear images and an appropriate emotional response from the audience.<br>• slang or jargon that, if used, skillfully enhances the message or purpose.<br>• clear command of the technical language necessary to make the content of the speech clear.<br>• correct grammar and usage. | **The language is original with a variety of carefully selected words to impact the purpose. The intended message is conveyed clearly and vividly. The communication is characterized by**<br>• precise, descriptive language that makes a strong impact.<br>• figurative or creative language that, if used, evokes clear images and an appropriate emotional response from the audience.<br>• slang or jargon that, if used, enhances the message or purpose.<br>• effective use of the technical language necessary to make the content of the speech clear.<br>• grammar and usage that are almost entirely correct. | **The language is original, functional and appropriate to audience and purpose. The intended message is conveyed clearly, but word choice may be somewhat lacking in vividness, precision, or interest. The communication is characterized by**<br>• words that work but do not create a strong impact.<br>• attempts at colorful language that occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone.<br>• slang or jargon that, if used, does not detract from the message or purpose.<br>• competent, practiced use of the technical language necessary to make the content of the speech clear.<br>• grammar and usage that are usually correct. |
| **3**<br>**The language is quite ordinary, lacking precision, variety and clarity; or it reveals a limited sense of audience and purpose. The communication is characterized by**<br>• words that rarely hold the audience's interest; occasional mundane expressions or clichés.<br>• attempts at colorful language that, if present, are awkward and forced.<br>• slang or jargon that is sometimes inappropriate or ineffective.<br>• attempts to use technical language to make the content clear.<br>• distracting lapses in grammar and usage. | **2**<br>**The language is awkward, repetetive or misused with a very limited sense of audience and purpose. The communication is characterized by**<br>• words that are flat or vague; colorful language, if used, is exaggerated and forced.<br>• inappropriate or ineffective use of slang or jargon.<br>• misunderstood, misused or underused technical language.<br>• frequent errors in grammar and usage that interfere with meaning. | **1**<br>**The language is extremely limited or so misused that the meaning is obscured with no sense of audience and purpose. The communication is characterized by**<br>• words that are vague, inadequate or just plain wrong; no attempt to use colorful language.<br>• inappropriate or ineffective use of slang or jargon.<br>• no evidence of ability to use technical language.<br>• significant errors in grammar and usage that may compromise meaning and speaker credibility. |

* *While language skills are being developed in the classroom, and students should be given feedback for instructional purposes, they will not be required to meet a standard score in language at the grade 3 benchmark.*

# Delivery*

| 6 | 5 | 4 |
|---|---|---|
| **The speaker demonstrates skillful control of technique and an ability to use technique to bring about a thoughtful response in the audience. The communication is characterized by**<br>• consistently effective eye contact that commands audience involvement.<br>• exceptionally clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns.<br>• outstanding variations in rate, volume, tone, and voice inflection that are designed to impact the purpose and message.<br>• superior fluent delivery.<br>• exceptional use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience's understanding of the message. | **The speaker demonstrates skillful control of technique. The communication is characterized by**<br>• effective eye contact that supports audience involvement.<br>• clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns.<br>• effective variations in rate, volume, tone, and voice inflection that are appropriate to audience and purpose.<br>• fluent delivery.<br>• strong use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience's understanding of the message. | **The speaker demonstrates control of technique. Minor weaknesses, while perhaps noticeable, do not detract from the message and purpose. The communication is characterized by**<br>• eye contact that is present but may not be made consistently with all members of the audience.<br>• mostly clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns.<br>• effective rate, volume, tone, and voice inflection that are appropriate to audience and purpose.<br>• generally fluent delivery.<br>• appropriate use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that helps convey the message. |
| **3**<br>**The speaker demonstrates limited control of technique. Though the delivery may have effective moments, weaknesses, such as reading the content, detract from the message and purpose. The communication is characterized by**<br>• minimal eye contact with audience; some reading of content.<br>• some rate or volume inadequacies; little variation in tone and voice inflection.<br>• a somewhat halting delivery with frequent space fillers such as "um," "like," "you know," "whatever."<br>• inconsistent use of appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence). | **2**<br>**The speaker demonstrates little control of technique. Problems are significant and numerous and interfere with audience's ability to understand and maintain interest. The communication is characterized by**<br>• little or no eye contact; speaker reads the content.<br>• frequent unclear enunciation or incorrect pronunciation.<br>• rate that is too fast or too slow; volume that is too loud or too soft; a monotone or highly erratic voice inflection.<br>• a halting delivery with frequent distracting space fillers such as "um," "like," "you know," "whatever."<br>• few, if any, appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence). | **1**<br>**The speaker is unable to develop rapport with the audience. Lack of clarity or distracting errors and gestures impede meaning. The communication is characterized by**<br>• no eye contact; total dependence on notes.<br>• unclear enunciation or pronunciation that is frequently incorrect.<br>• rate that is too fast or too slow; a monotone or too soft to hear.<br>• a halting delivery that seriously detracts from the speaker's credibility and message.<br>• nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that, if used, are distracting. |

* *Teachers should work with students to help them meet school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture.*